



## The Gambia - Education Sector Support Program (P162890)

WESTERN AND CENTRAL AFRICA | Gambia, The | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2018 | Seq No: 9 | ARCHIVED on 28-Jun-2022 | ISR50736 |

Implementing Agencies: The Ministry of Basic and Secondary Education (MoBSE), The Ministry of Finance and Economic Affairs, The Ministry of Higher Education, Research, Science and Technology

### Key Dates

#### Key Project Dates

Bank Approval Date: 28-Mar-2018

Effectiveness Date: 31-Aug-2018

Planned Mid Term Review Date: 13-Jul-2020

Actual Mid-Term Review Date: 14-Jul-2020

Original Closing Date: 31-Dec-2022

Revised Closing Date: 31-Dec-2022

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To increase access to early childhood development and basic education and improve quality of teaching and learning.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

### Components Table

Name

Component 1. Enhancing Access to ECD and Basic Education:(Cost \$10.68 M)

Component 2. Improving Quality of Teaching and Learning:(Cost \$22.41 M)

Component 3. Technical and Institutional Support:(Cost \$9.07 M)

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

### Implementation Status and Key Decisions

**Overview.** The Education Sector Support Program (ESSP) was approved by the World Bank Board of Executive Directors on March 28, 2018. It was signed by the World Bank and the Government of The Gambia on April 20, 2018 and became effective on August 31, 2018. A subsequent additional financing (AF) was approved in June 2021 and became effective in July 2021. The overarching objectives of the project are to increase access to early childhood development (ECD) and basic education and improve the quality of teaching and learning.

#### Progress by Component.

**Component 1: Enhancing Access to ECD and Basic Education:(Cost \$9.70 M).** Component 1 is progressing well despite some expected delays due to the COVID-19-related school closures. For school construction, as of February 2022, and according to monitoring data, 27/30 (90%) of new multi-grade schools (including staff quarters, toilets) and 9/61 (15%) of ECD classrooms are at roofing and/or finishing level. Construction of all classrooms is expected to be completed on time. For the out-of-school children initiative, following successful implementation in 2 school



districts beginning in January 2020, Ministry of Basic and Secondary Education (MoBSE) has sensitized communities across the remaining 6 districts to the initiative and fully rolled out the initiative. Preliminary data show 15%+ increases in enrollment in targeted districts and positive feedback from communities. The screening tool for better identification of children with special needs was fully rolled out and is now integrated into the annual Education Management Information System (EMIS) data collection. It will be used to inform budgeting and planning for assistive technologies and this has been highlighted as a best practice example on disability inclusion. The second chance program which targets students who did not perform well and/or needed to sit for The Gambia Basic Education Certificate Examination (GABECE) (Grade 9 exam) or the West African Senior School Certificate Examination (WASSCE) (grade 12 end exam). has been found to make positive progress over the last year of implementing. In phase 1 (GABECE), the program reached 590 learners spread across 34 centers, in six regions. In Phase 2 (WASSCE), an addition 2500+ learners were reached. Lastly, the strategy for the revised majali model has been developed and consultations have been held.

**Component 2: Improving Quality of Teaching and Learning:(Cost \$18.00 M).** The development of a comprehensive pre-service and in-service teacher training has been completed and an institutional audit of The Gambia College has been undertaken. Both of these activities have served as the basis of the AF Project, given its strong focus on teacher training and reform. The teacher competency test for graduating teachers at Gambia College has been carried out twice, and a third round will be implemented in the next few weeks. In addition, the teacher training database is under development, and the mentorship, induction program and practicum work—which will benefit student teachers and newly graduated teachers—is well underway.

At Gambia College School of Education, technical assistance has now been identified to support staff and management capacity, as well as technical assistance to support development of foundational courses in teaching math and literacy to children. Rehabilitation estimates have been completed and a request for quotations is expected to be launched shortly.

Curriculum revision is well underway. A revised curriculum framework is available and key technical assistance has been recruited in core subject areas of mathematics, social studies, science, and English. The team is now moving forward with review of key syllabi and development of accompanying materials.

**Component 3: Technical and Institutional Support:(Cost \$7.30 M).** The Service Delivery Indicator (SDI) exercise has been completed. The results should be widely shared to provide all relevant stakeholders with a current diagnostic view of the critical policy areas related to education service delivery. The development of a consolidated Education Management and Information System (EMIS) using individual student IDs has also been completed. However, the team notes delays in the integration of post-secondary data into the overall EMIS system. The national assessments (NAT) and early grade reading assessment (EGRA) were not carried out during the 2019-2020 academic year due to the COVID-19-related school closures. As such, MoBSE has proposed to conduct the NAT and EGRA in 2023. The planning directorate will also begin to conduct an updated school mapping exercise.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	Substantial	Moderate	Moderate
Macroeconomic	High	Moderate	Moderate
Sector Strategies and Policies	Moderate	Moderate	Moderate
Technical Design of Project or Program	Moderate	Moderate	Moderate
Institutional Capacity for Implementation and Sustainability	Substantial	Substantial	Substantial
Fiduciary	Moderate	Substantial	Substantial
Environment and Social	Moderate	Low	Moderate
Stakeholders	Moderate	Moderate	Moderate
Other	--	--	--



Overall □ Substantial □ Moderate □ Moderate

**Results**

**PDO Indicators by Objectives / Outcomes**

Enhance Access to ECD and Basic Education																								
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)																								
	Baseline	Actual (Previous)	Actual (Current)	End Target																				
Value	0.00	15,320.00	58,147.00	411,000.00																				
Date	13-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022																				
Comments:	<p>So far, the students benefitting from direct interventions to enhance learning are those who are in the CCT Majalis program (total 1,650, male 1,187 and female 463), students who receive scholarships (total 300, 87 female), students who participate in the Second Chance Program (y1 total 590, male 198 and female 392 + y2 total 2786, male 1139, female 1647) and the teacher who participated in in-service teacher training (total 8,076, male 5,282 and female 2,794), and students in R5 out of school initiatives (total 44,745, female 24,906).</p> <p>The number of beneficiaries is still low, but it is expected to increase after classroom construction is completed and textbooks are distributed, with expectation to meet the expected target by September 2022.</p>																							
□ Of which female (Percentage, Custom Supplement)																								
	Baseline	Actual (Previous)	Actual (Current)	End Target																				
Value	0.00	40.02	53.00	50.00																				
▶ Increase GER LBS in select districts in Region 5 (Percentage, Custom)																								
	Baseline	Actual (Previous)	Actual (Current)	End Target																				
Value	70.40	87.16	95.86	80.00																				
Date	13-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022																				
Comments:	<p>According to EMIS 2022, here is GER in the targeted districts.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Fulladu West</td> <td>64.8</td> <td>85.0</td> <td>74.9</td> </tr> <tr> <td>Lower Saloum</td> <td>153.8</td> <td>217.5</td> <td>185.3</td> </tr> <tr> <td>Niamina East</td> <td>75.2</td> <td>92.2</td> <td>83.6</td> </tr> <tr> <td>Niani</td> <td>72.5</td> <td>93.9</td> <td>83.0</td> </tr> </tbody> </table>					Boys	Girls	Total	Fulladu West	64.8	85.0	74.9	Lower Saloum	153.8	217.5	185.3	Niamina East	75.2	92.2	83.6	Niani	72.5	93.9	83.0
	Boys	Girls	Total																					
Fulladu West	64.8	85.0	74.9																					
Lower Saloum	153.8	217.5	185.3																					
Niamina East	75.2	92.2	83.6																					
Niani	72.5	93.9	83.0																					



Nianja	49.9	77.2	63.4
Sami	90.2	102.9	96.6
Upper Saloum	64.9	103.5	84.2
Average	81.61	110.31	95.86

□ Increase GER LBS in select districts in Region 5, Male (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	63.00	74.70	81.61	73.00
Date	13-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022

► Increase in ECD GER (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	46.50	53.10	53.90	55.00
Date	27-Sep-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022

Comments: These figures are updated to reflect the 2022 EMIS data which was released in May 2022.

□ ECD GER, Male (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.20	51.30	52.00	55.00
Date	27-Sep-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022

Improve Quality of Teaching and Learning

► Average score of the Reading Comprehension section of EGRA, Grade 3 in public schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.23	1.23	1.23	1.60
Date	20-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022

Comments: The actual is still the same as the baseline. The EGRA was expected to be conducted in June 2020 and all advance planning was completed but could not be rolled out due to the COVID-19 crisis. The Government will now carry out the EGRA in May 2023 just before project completion (with the project extension, in June 2023).



Average score of the Reading Comprehension section of EGRA, Grade 3 in public schools, female (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.20	1.20	1.20	1.60
Date	20-Jul-2017	01-Oct-2020	23-Jun-2022	31-Dec-2022

### Intermediate Results Indicators by Components

Component 1. Enhancing Access to ECD and Basic Education				
▶ Number of ECD (Annexed and Community-based), LBS, and UBS classrooms built (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	121.00
Date	20-Jul-2017	09-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	The construction of classrooms has begun. A supervision mission was undertaken in February 2022 which showed that construction was well underway. As the indicator represents completed schools the current indicator remains at 0.			

Component 2. Improving Quality of Teaching and Learning				
▶ Public Lower Basic Schools completing special needs assessment (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	75.00
Date	16-Oct-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	This has been rolled out in 1640 schools, with data now available.			
▶ Core subjects' curriculum of Grades 1-6 revised and finalized (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	20-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	Curriculum revision is ongoing. The Curriculum Framework is complete and syllabi are being drafted in each of the core subjects with support from international TA in the areas of english, social studies, sciences, and math. National languages TA also soon be recruited.			
□ Teachers trained on the integrated language and literacy curriculum for G1-3 (Percentage, Custom Supplement)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
<b>► Community-based ECD model reviewed and revised (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	20-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	The World Bank team visited Annexed and Community-Based ECD centers in Regions 2 and 6, and supported the ECD Unit of MoBSE to develop the ECD Minimum Standards, Assessment of ECD centers, Development Plan, and Guidance for peer training and mentorship. The ECD Unit has revised the community- based ECD model.			
<b>► Pupil textbook (core subjects) ratio at public LBS (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.10	2.10	2.10	1.10
Date	01-Oct-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	Pupil textbook (core subjects) ratio at public LBS is currently 1:1 because textbooks were provided to every student in public LBS in July 2018 under the previous project (READ project, closed in August 2018). As each textbook is reused to the next year's students for a few years, it is estimated that the pupil textbook ratio will be 4:1 in a couple of years. A reprint of textbooks will begin this academic year to maintain the 1:1 ratio. The current 2:1 rate is an estimate based on book loss/deterioration.			
<b>► Number of teachers trained under the project (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,076.00	8,076.00	10,000.00
Date	02-Oct-2017	01-Oct-2020	23-Jun-2022	31-Dec-2022
Comments:	The value remains the same as the previous ISR due to COVID-19 related limitations on gatherings. Trainings include the following: Continuous Professional Development for LBS teachers (Cohort 4) EGRA ECD & G1 regions 1,2,3 EGRA G 2 & 3 for regions 1,2,3 EGRA for ECD –G3 For regions 4, EGRA for ECD-G3 for region 5 EGRA for ECD-G3 for region 6 Progressive Science Initiative and Progressive Math Initiative (PMI/PSI) Training of trainers (TOT) for Progressive English Language of Art (PELA) Early Grade Math Assessment (EGMA) TOT EGMA Training of ECD G3 teachers in regions 1 & 2 Training center coordinators, Tutors and regional coordinators Second Chance Effective School Leadership training Training of trainers in special education			



▶ Percentage of schools using revised COT (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	60.00	60.00	90.00
Date	23-Oct-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	The Classroom Observation Tool (COT) has been revised by integrating the existing COT and COT used for PSI-PMI. Following a Bank review further refinements were made. As of the July 2020 mission the COT was finalized. Piloting of the tool has now taken place, and the team integrated feedback. The COT is now in use in schools and estimated at 90 percent. A formal analysis of percentage of schools using the COT will take place shortly and is based on monitoring of cluster monitors.			
▶ Number of teachers receiving tuition scholarships in UTG Mathematics or Science Bachelor's program (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	225.00	300.00	300.00
Date	20-Jul-2017	26-Apr-2021	23-Jun-2022	31-Dec-2022
□ Of which female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	29.00	29.00	30.00
▶ Externally reviewed and overseen end-of-year examination in place for students completing the revised Gambia College programs (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	26-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	The team is working toward the second annual competency exam in the coming months, following successful implementation last august.			
▶ Number of diploma students who complete LBS English and mathematics initiative; (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,200.00
Date	10-May-2021	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	TA is under recruitment for the initiative which will roll out 22/23 academic year.			
□ Of which female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40.00



► Number of newly qualified LBS teachers assigned to a trained induction mentor (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	300.00
Date	10-May-2021	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	Mentorship program development is well underway with first intake expected to begin in September.			
► Central database of in-service teacher training in place and populated (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	10-May-2021	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	The database work is ongoing.			

Component 3. Technical and Institutional Support				
► Expand EMIS to cover post-secondary level (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	20-Jul-2017	26-Apr-2021	23-Jun-2021	31-Dec-2022
Comments:	On the education sector wide EMIS, the government has developed a prototype new EMIS database that shifted from aggregate school level data to individual learner. The system will allow the creation of unique ID for each learner that can be used throughout their learning journey (grade 1 to university). The database is prepared and designed such that it can cater for both the MoBSE and Moherst needs. The new system was piloted in region one and two and 200 schools were covered in the pilot phase from October to March. .			
► Develop unique student IDs and include them in the system (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	20-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	The database scheme was developed and was piloted in 200 schools (about one fifth of schools in the country) during the 2018/19 academic year and it has been included in the system. This has now been rolled out nationwide.			
► Communities involved in planning and implementation of targeted enrollment interventions in Region 5 (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	No	Yes	Yes	Yes
Date	20-Jul-2017	08-Nov-2021	23-Jun-2022	31-Dec-2022
Comments:	Communities have been involved in the discussions of the planning of the intervention. Implementation started in January 2020. Additional discussions, planning and sensitization has also taken place in the remaining districts.			
▶ Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2.00	2.00	4.00
Date	05-Mar-2018	08-Nov-2021	23-Jun-2022	31-Dec-2022

### Performance-Based Conditions

#### Data on Financial Performance

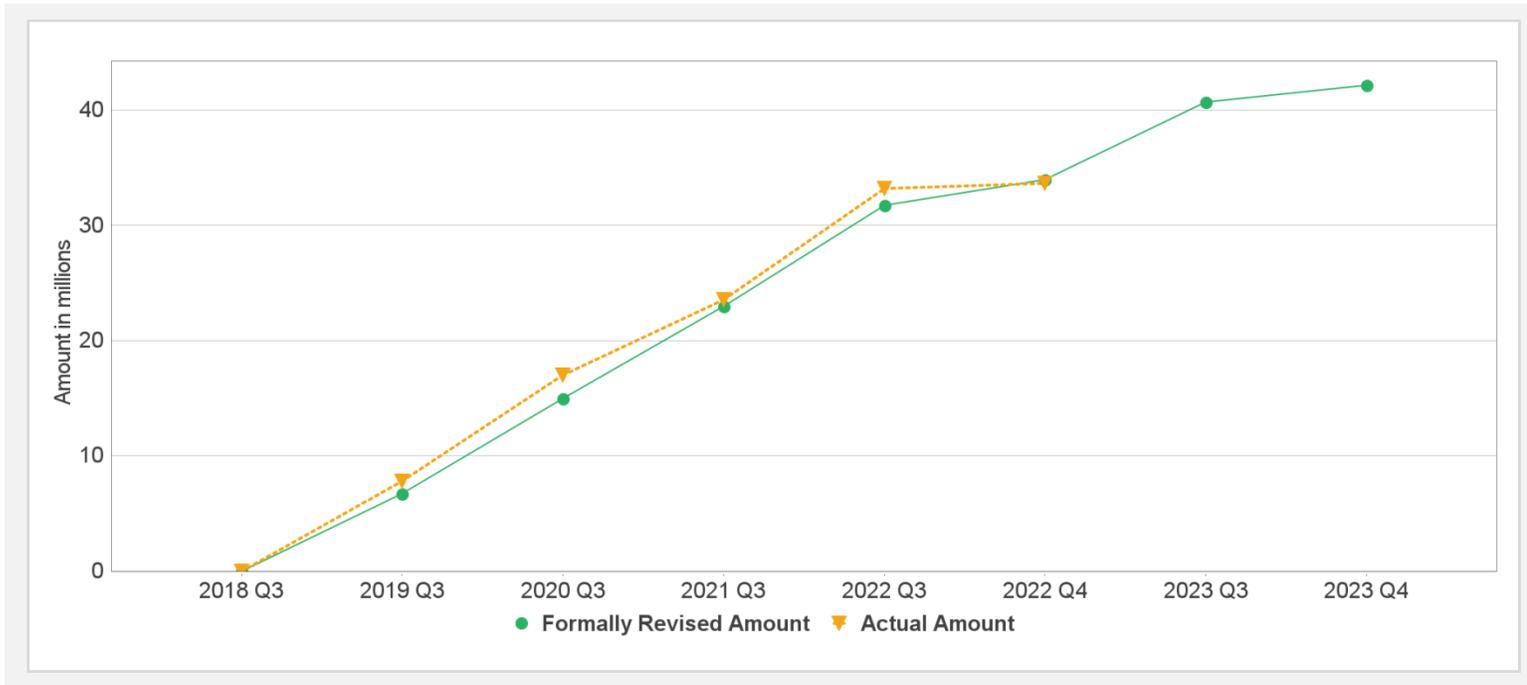
#### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P162890	IDA-D2800	Effective	USD	30.00	30.00	0.00	25.48	3.37	88%
P162890	TF-A7053	Effective	USD	5.00	5.00	0.00	5.00	0.00	100%
P162890	TF-B5583	Effective	USD	7.16	7.16	0.00	3.16	4.00	44%

#### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P162890	IDA-D2800	Effective	28-Mar-2018	20-Apr-2018	31-Aug-2018	31-Dec-2022	31-Dec-2022
P162890	TF-A7053	Effective	28-Mar-2018	20-Apr-2018	31-Aug-2018	31-Dec-2022	31-Dec-2022
P162890	TF-B5583	Effective	10-Jun-2021	01-Jul-2021	04-Aug-2021	31-Dec-2022	31-Dec-2022

#### Cumulative Disbursements



### Restructuring History

Level 2 Approved on 28-Mar-2019

### Related Project(s)

P173332-Additional Financing for the Education Sector Support Program Project ,P177310-Education Sector Support Program Project Second Additional Financing